
School Speech-Language Service Delivery Model, Rule

The Background:

The number of personnel who meet the criteria to work in a school setting as speech-language pathologists and who are available and willing to work for school systems is inadequate. Currently only masters level speech-language pathologists may provide speech-language services to eligible students. A task force was formed to explore ways to improve the current speech-language service delivery system. A number of rule changes proposed by the task force were adopted by the Board in January 2005. In January 2006 the Board approved a new Professional School Service Personnel License, School Speech-Language Pathologists, PreK-12. After practitioners who meet the requirements for this licensure are "grandfathered in" (See: <http://state.tn.us/sos/rules/0520/0520-02/0520-02-04.pdf>), new School Speech-Language Pathologist hired will meet the requirements of the Education Teacher Licensure Standards: Special Education, School Speech-Language Pathologist, PreK-12 (See: http://state.tn.us/sbe/Jan06/IVF_SpeechLangPathLicStds.pdf).

In January 2006 a three tier service delivery model was outlined to the Board. Since then, while developing an implementation plan it was discovered that the program design was not consistent with Tennessee Code and Board rules. The listed proposed rule and licensure changes should provide districts with a clearer understanding and allow for smoother implementation.

The requested changes are:

- 1) Eliminate the associate degree level school speech-language associate licensure.
- 2) Eliminate the school speech-language paraprofessional and the school speech-language assistant from the model.
- 3) Change the name of the license from school speech-language associate to school speech-language teacher.
- 4) Add references and language to clarify the rules.
- 5) Include language to clarify the relationship between the job responsibilities of the school speech-language pathologist and the school speech-language teachers.

The Recommendation:

The State Department of Education Division of Special Education staff and the SBE staff request changes 1 and 3 to be adopted on final reading and all other changes be accepted on first reading.

Revised School Speech-Language Pathology Delivery Model

0520-1-9-.01(46)(14 i-v)

School speech-language pathology services are defined as:

- i Identification of children with speech or language impairments;*
- ii Diagnosis and appraisal of specific speech or language impairments;*
- iii Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;*
- iv Provision of speech and language services for the habilitation or prevention of communicative impairments; and*
- v Counseling children and teachers regarding speech and language impairments.*

School Speech-Language Pathologists (SSLP). SSLPs will hold a school service personnel license and perform the full range of speech-language services. Only a SSLP may identify a child as having a speech or language impairment, diagnose speech or language impairments, analyze and interpret evaluation results, develop individualized education programs (IEPs), develop therapy plans, counseling children and teachers regarding speech and language impairments, and provide speech-language supervision for school speech-language teachers. SSLPs will work cooperatively with other school professionals.

A SSLP will define the roles and responsibilities of any SSLT working under his or her direction. A licensed SSLP may delegate specific clinical tasks to a licensed SSLT with the understanding that the SSLP is responsible for all speech-language related activities assigned to a SSLT.

Each week a SSLP must document spending at least 10% of his or her time providing direct supervision to each SSLT whose work they direct. Further supervision to SSLTs both direct and indirect shall be decided by the SSLP based on the skill level of the SSLT.

School Speech-Language Teachers (SSLT) will hold the appropriate teacher license and must work under the direction of a licensed SSLP. Following academic preparation, they serve as members of an educational team in school-based settings and are specifically trained to supplement—not supplant—the services of the SSLP. The SSLP is responsible for SSLT when working with clients. Annually a written work plan must be signed and developed by the SSLP and the SSLT with a copy turned in to the building principal. The plan should clearly delineate and define the roles and responsibilities of the SSLP and the SSLT. The plan must include a statement of understanding that the SSLP is responsible for all speech-language related activities provided by the SSLT. Further the plan shall include a chart to document when direct and indirect supervision is provided to the SSLT by the SSLP.

Any licensed SSLP may delegate specific job related tasks to a licensed SSLT consistent with rule and who has been deemed by the SSLP to have completed sufficient training and has the requisite skill and experience level to perform the task.

However the legal, ethical, and moral responsibility to the student for all services provided, or omitted, shall remain the responsibility of the supervising SSLP.

The school speech-language teacher license will become available to current bachelor's level speech-language teachers September 1, 2006.

NOTE: Although a SSLT is responsible to the SSLP when working on issues concerning speech-language; the building principal and/or the supervisor of special education are responsible for employees and their performance evaluations.

School Speech-Language Rule

Change Rule 0520-1-2-.03 (10) to read as follows:

- (m) An audiologist shall hold a license with audiologist endorsement.
- (n) A school speech-language pathologist shall hold a school service personnel license with the school speech language pathologist endorsement pursuant to 0520-2-4-.12 (2)
- (o) A school speech-language teacher hired by a local school system to work under the direction of a school speech-language pathologist shall hold a school speech-language teacher license or teacher license with a school speech-language teacher endorsement or hold a teacher license 068 or 464 pursuant to 0520-2-3-.01 (21)

Eliminate sections 0520-1-2-.03 (11) and (12)

For current rule see: <http://state.tn.us/sos/rules/0520/0520-01/0520-01-02.pd>

Add rule 0520-2-3-.01 (20)

- (20) Candidates seeking to serve as a school speech language teacher working under the direction of a school speech language pathologist. The speech language teacher is trained to supplement –not supplant- the services of a school speech language pathologist and must hold a minimum of a bachelors degree and:
 - (a) Successfully complete a program of studies in speech language, speech language disorders or communications disorders including at least 100 hours of supervised clinical practice. Candidates must be recommended by an institution of higher education with a program approved according to standards and guidelines established by the state board of education. A school speech language teacher with a license earned through this method is not entitle to teach courses other than those designated as part of a speech language program in a school based setting. No other teaching endorsement may be added to a license earned in this manner. Other teaching credentials may only be earned through a preparation program approved according to standards and guidelines established by the state board of education.

Or
 - (b) Holds a current teacher license earned through a teacher preparation program approved according to standards and guidelines established by the state board of education. And, has completed a board approved according to standards and guidelines additional endorsement program of studies in speech language and completed at least 100 hours of supervised clinical practice.

(21) Candidates seeking an endorsement as a school audiologist...

For current rule see:

<http://state.tn.us/sos/rules/0520/0520-02/0520-02-03.pdf>

**Tennessee Teacher Licensure Standards:
Special Education, School Speech-Language Teacher
(PreK-12)
August 31, 2006**

Individuals who seek licensure as a school speech-language teacher complete programs of study in speech-language at the bachelor's level or complete an add on endorsement program that meet the standards and guidelines approved by the state board of education. They will develop the knowledge and skills required for effective performance in the school setting. In the school, the school speech language teacher works under the **direction** of a **school** speech-language pathologist. The education and professional development of these individuals is initiated in course work, refined in field experiences, and enhanced during professional practice. School speech language school speech-language teacher candidates meet the following performance standards:

Standard 1

Speech-Language Pathology Knowledge Base.

Candidates understand and apply the knowledge base specific to speech-language pathology.

Supporting Explanation

- 1.1 Candidates understand and apply the history and foundations of speech-language pathology and emerging technologies.
- 1.2 Candidates understand the various roles and functions of the school speech-language teacher in relationship to the speech-language pathologist.
- 1.3 Candidates understand the normal processes of communication, including normal speech, language, communication and hearing development; phonetics; and communication across the life span.
- 1.4 Candidates understand communication disorders and apply that understanding in carrying out treatment plans.
- 1.5 Candidates understand cultural and linguistic factors that influence communication including language and culture, nonverbal communication, sign language and other manually coded systems, bilingualism and multicultural issues.
- 1.6 Candidates have technical skills in speech language disorders to implement services consistent with best practice and ethical requirements under the supervision of a speech-language pathologist.

Standard 2

Speech-Language Services in a School Setting

Candidates demonstrate knowledge and skills specific to providing speech-language services in a school setting.

Supporting explanation

- 2.1 Candidates understand the culture of the school and the role of the school speech-language teacher in the school.
- 2.2 Candidates demonstrate understanding of federal, state, and local laws and policies related to working in schools.
- 2.3 Candidates communicate effectively in oral and written form.
- 2.4 Candidates function as contributing members of collaborative teams.
- 2.5 Candidates implement speech-language treatment plans and treatment protocols in the general education classroom and other settings. They seek clarification from supervising speech-language pathologists as needed and demonstrate the use of feedback.
- 2.6 Candidates apply classroom and behavior management strategies in a variety of instructional and treatment settings.
- 2.7 Candidates relate to students in a supportive and professional manner, maintain confidentiality, and follow health and safety precautions.

Program Implementation Standards

1. The program of study enables school speech-language teachers to serve students from birth through age 21 under the direction of a Speech-Language Pathologist as part of an educational team in a school based settings and are specifically trained to supplement – not supplant - the services of a school speech language pathologist.
2. Candidates acquire the knowledge and skills required to work as a school speech-language teacher by completing a program of studies. The program may be offered at the bachelor's; and may be designed as a major in communication disorders or; and may be offered to candidates who already have a bachelor's in the teaching field. The program may be offered by a college or department of speech-language pathology or may be offered collaboratively with other college units. In designing a program of study for individual candidates, the institution of higher education assesses the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other necessary assessments.

Completion of the special education core is not required of school speech-language teachers.

3. Candidates for licensure as a school speech-language teacher complete a program of study specified for speech-language teacher at an institution whose program has been approved by the State Board of Education in accordance with the program approval procedures of the Board. The candidate must be recommended for licensure jointly by the college or department of education and the college or department of speech-language pathology. Candidates will be issued the school speech-language teacher license.
4. Programs preparing school speech-language teachers provide opportunities for candidates to complete a minimum of 100 clock hours of clinical experience that include appropriate experiences for learning job responsibilities and workplace practices. Clinical experiences—in which the candidate is engaged in student contact—must be supervised by a licensed speech-language pathologist who has at least two years of post licensure experience.
5. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating programs preparing school speech-language teachers: Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (2001); Guidelines for the Training, Use, and Supervision of Speech-Language Pathology Assistants, American Speech-Language-Hearing Association (2004); and other current research on speech-language issues.
6. These licensure standards become effective for candidates seeking licensure no later than September 1, 2008. Institutions with programs preparing school speech-language teachers will submit standards for conditional approval to the Department of Education no later than April 1, 2007.
7. The school speech-language teacher license will become available to current bachelor's level speech-language teachers September 1, 2006.

School Speech-Language Task Force

Members:

Kim Cole
Speech Language Pathologist
Hamblen County Schools

Sylvia Driggins
Speech Language Pathologist
Wilson County Schools
Lebanon

Mary Dale Fitzgerald
Audiologist
Tennessee State University
Nashville

Paulette W. Gentry
Speech Language Pathologist
Metro Nashville Schools
Nashville

Valeria Matlock
Audiologist
Tennessee State University
Nashville

Sandra Ourth
Speech Language Pathologist
Special Education Curriculum
Specialist
Shelby County Schools

Nancy Patterson
Speech Language Pathologist
Williamson County Schools

Carolyn Pearre
State Board of Education Member
Nashville

David Wark
Audiologist
University of Memphis
Memphis

Linda Wilson
Special Education Supervisor
Warren County Schools

Staff:

Judy Haston
State Department of Education
Nashville

Mary Jo Howland
State Board of Education
Nashville

Jennifer Nix
State Department of Education
Nashville

Donna Parker
State Department of Education
Nashville

Karen Weeks
State Board of Education
Nashville